

## **DIFFERENCES BETWEEN AVP AND DERIVATIVES OF AVP : ideas for comment**

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### **VOLUNTARISM**

AVP

- *No one participates on a mandated basis* [Pendle Hill Pamphlet]

Derivative - team

- Can be paid or unpaid facilitators who volunteer to use this learning program or learning style. Participants can be volunteers

Derivative - classroom

- Paid facilitators can volunteer to use this learning style. Participants are not volunteers

### **TEAM WORK**

AVP

- *No solo leadership* [PHP]
- Group dynamic facilitated by a team of co-facilitators
- Team of co-facilitators share facilitation and leadership
- Team of facilitators share 'holding the space' for the group learning
- Facilitation team meets together before and after the workshop. First to build community and plan the workshop together and then to debrief, reflect on and ungather the team
- Building relationships is experienced and practiced by participants and modelled by the facilitators interactions with each other and with each participant
- Co-facilitators take turns in participating and 'holding the space' for the group and modelling these

Derivative - team

- Facilitation team

Derivative - classroom

- One facilitator, can invite class members to co-facilitate
- A single facilitator would combine the provision of leadership, mentor, guide, lesson planner, assessor and 'holder of the space'
- Building relationships is modelled by the relationship between the facilitator and each of the participants
- Team building, curriculum development, support and debriefing can be provided by 'teams' of single facilitators
- Single facilitators can individually hold the space for the group but they need to limit participation in order to maintain the 'space' safety

### **TRANSFORMING POWER**

AVP

- *Reliance on Transforming Power* [PHP]
- *Spiritual rather than behavioural or rigidly rule-governed focus*
- Centred on a set of universal, as opposed to culturally specific, set of values
- Facilitators must be committed to and model a personal journey of nonviolence

Derivative - classroom

## **DIFFERENCES BETWEEN AVP AND DERIVATIVES OF AVP : ideas for comment**

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- Only requirement is that facilitators create a safe space and model deep respect for participants involvement and embody the elements of the mandala
- May have a set of universal or culturally specific set of values
- Facilitators may to be committed to and model a personal journey of nonviolence

### **SAFETY ISSUES/GROUND RULES**

#### **AVP**

- *Regular – affirmations, shared voice-space, volunteer only yourself, confidentiality & right to pass*
- Facilitators need to be able to put aside their own needs for the sake of the group

#### **Derivative - classroom**

- Can use group agreements either developed by the group or based on the AVP ones
- Only requirement is that facilitators create a safe space and model deep respect for participants involvement and embody the elements of the mandala

### **EXPERIENTIAL LEARNING**

#### **AVP**

- *Experiential rather than conceptual emphasis [PHP]*
- Experiential learning is about self-actualisation
- Focus on structuring experiences
- Use experiential learning with small amounts of content to provide framework eg. Transforming Power mandala & queries, What is AVP and safety issues etc
- Experiential learning suitable for persons of all levels of literacy including low levels of literacy
- Aim to structure experiences as so deliberately do not use learning technology

#### **Derivative - classroom**

- Need not be totally experiential
- Can focus on structuring the knowledge or content
- Can use experiential activities to experience or practice within a knowledge or content framework
- Have a cognitive framework with a syllabus, learning outcomes and assessments set or agreed to by the sponsoring organisation or at the discretion of a sole trader
- Can involve activities that require higher levels of literacy
- Can use a range of teaching/learning technology

### **FACILITATORS TRAINING & AVP**

#### **AVP**

- Formally trained in AVP
- Facilitators need to be qualified facilitators who have completed basic, advanced and T4F workshops under the auspice of AVP
- Respect for AVP integrity and reputation

## **DIFFERENCES BETWEEN AVP AND DERIVATIVES OF AVP : ideas for comment**

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- Facilitators need to be committed to a personal journey of nonviolence,

Derivative - team

Facilitators need to be trained in AVP?

Derivative - classroom

- Facilitators need not be trained in AVP – can be trained teachers or trainers from other areas of skilled participants who have not done formal training
- Sponsoring organisations may have required qualifications
- Can respect AVP and acknowledge the inspiration and influence of AVP

REPLICABLE

AVP

- Replicable by AVP facilitators, without necessarily having profession teacher training and qualifications

Derivative – classroom

- Not necessarily replicable.

### **AVP FRAMEWORK/STRUCTURE - INNOVATION**

AVP

- Use of AVP rituals such as mandalas, standardised activities, standardised delivery format (agenda, activities, evaluation, close, etc) and ways of doing things
- Innovation needs to be within the AVP guidelines, philosophy, process, group dynamics and workshop framework

Derivative - classroom

- No AVP rituals needed – can be free to innovate and explore other ways of doing things
- Can be customised to accommodate the needs of any group in almost any setting. Can reach a much wider audience. Can be more flexible, have more scope for innovation and can use a wide range of learning styles and options
- Only requirement is that facilitators create a safe space and model deep respect for participants involvement and embody the elements of the mandala
- Innovation is limited only by the facilitators skills and creativity and the expectations of the sponsoring organisation and the participants

### **PURPOSE**

AVP

- Shared facilitation based on purpose, processes, philosophy and practices detailed in the AVP manuals used worldwide and under the auspice of AVP

Derivative - classroom

- Single facilitator in a classroom either developed by and/or facilitated by an AVP trained facilitator, based on AVP processes and practices, within either a sponsoring organisation or a sole trader

## **DIFFERENCES BETWEEN AVP AND DERIVATIVES OF AVP : ideas for comment**

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### **ONGOING**

AVP

- Three levels of workshop
- A purpose of the workshop program is to train enough facilitators to keep the program self-sustaining or growing
- Intention to create an ongoing community to support the practice of nonviolence

Derivative - classroom

- Need not intend to train participants to be future facilitators
- Can encourage ongoing community building outside the class

### **LEARNING OUTCOMES**

AVP

- Focus of AVP is to empower individuals to transform their conflicts
- Individuals may understand the impact of their behaviour on others and others behaviour on others
- Has a cognitive underpinning
- Offer the opportunity to experience and practice nonviolence
- self actualisation
- Shine a light on what is happening, drawing attention to what is happening

Derivative - classroom

- Learning outcomes acceptable to the sponsoring organisation

### **PROGRESSIVE PROCESS**

AVP

- *Progressive focus, cumulative process – ice breaking, affirmation... building blocks, incl. conflict transformation [PHP]*

Derivative - classroom

- ?

### **LIGHT & LIVELIES**

AVP

- *Laughter and fun are built into each session [PHP]*
- Regular use of L&Ls

Derivative - classroom

- ?

### **VARIED PACE**

AVP

- *Generally brisk, but with time for reflection [PHP]*

Derivative - classroom

- ??

### **FEEDBACK**

## **DIFFERENCES BETWEEN AVP AND DERIVATIVES OF AVP : ideas for comment**

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AVP

- *Evaluations and debriefings* [PHP]

Derivative - classroom

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